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ABSTRACT

Four major elements were critical in the creation of the Chula Vista Professional Development School (CVPDS), a joint venture of Chula Vista City Schools (California) and San Diego State University: strong central figures in the university and public schools; powerful, well presented ideas; inclusion of key university and public school figures early in the planning process; and adequate resources. Important factors in the implementation stage were careful attention to communication and to nurturing relationships. An attachment to this paper, "The Chula Vista Professional Development School," describes CVPDS as a specially designed facility inside a new elementary school, Clear View Elementary, that has three specific goals: (1) to develop and offer a comprehensive field-based collaborative preservice teacher preparation program; (2) to create and manage comprehensive programs for extended development of teaching professionals in the Chula Vista Schools; and (3) to provide a setting for educational professionals to come together to examine, evaluate, and reflect on teaching and learning. The program description includes outlines of the program goals and curriculum content of the preservice and inservice programs, the site-based master's program, and specific program plans for 1991-1992; discussion of systematic reflection and disciplined inquiry in the PDS; a conceptual outline of how technology may be used to address specific program issues; and a brief physical description of the PDS. (IAH)

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# ISSUES IN THE CREATION AND IMPLEMENTATION OF A PROFESSIONAL DEVELOPMENT SCHOOL

Paper Presented at the Annual Meeting of the
American Association of Colleges of Teacher Education

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# ISSUES IN THE CREATION AND IMPLEMENTATION OF A PROFESSIONAL PRACTICE SCHOOL

In Fall 1991, San Diego State University and Chula Vista Elementary School District opened a new professional development school, a university classroom and research center in a new elementary school, culminating more than two years of planning. As our professional development school developed, we observed ourselves and our work together to gain insights about the issues involved in a collaboration of this nature. At this early stage, we have developed some initial and tentative conclusions about the issues that were critical to our ability to create this new form of professional collaboration.

One of the most important but perhaps overlooked issues in school/university collaboration is the question of context. Who are the insitutions that want to collaborate? What are their histories of collaboration and cooperation? What are their circumstances? Are the two partners, the university and the public school, both ready in their own history for this collaboration? We chose as a public school partner, for example, an elementary school district (32 schools, with 17,000 students) because our history of working together, and because they were building new buildings and searching for new and innovative approaches. Other districts were not as interested in a collaboration that was this extensive, or were deemed too large to work with effectively. The Chula Vista district, in turn, chose the university because of a long history of successful collaboration, and because of their need for more well trained

teachers, as well as greater expertise among teachers already employed in the district.

Certainly collaboration is easier, particularly with new, potentially risky ventures, when both partners have had extensive experience with public school/university collaboration. In the case of this partnership, San Diego State University had almost twenty years of field based teacher preparation, in a variety of districts. That substantial background allowed a great deal of initial collaboration to proceed smoothly. We could take key personnel from the Chula Vista District to other sites, in other districts, where we had elaborate collaborative programs in place, and where they could talk to their public school counterparts about our ability to work together.

Those contextual issues form a backdrop to the real work of trying to implement a new professional development school. As we looked back over more than two years of work together in creating the professional development school at Chula Vista, we found four major elements that were critical in the creation of this new venture: central figures, powerful ideas well presented, inclusion of key individuals, and adequate resources.

Central Figures: For a project like ours to succeed, it had to have strong central figures at both the university and the public schools. We had the benefit of the school superintendent and the chair of teacher education as the originators of this proposal. Both were in positions of influence, which ensured that the proposal received a fair hearing. Both knew their own institutions well, and could anticipate problems, as well as identify key individuals to participate. Both understood the

limits of their own institutions, both fiscal and human, and could plan accordingly.

Powerful Ideas Well Presented: While having central figures in both institutions is certainly important, there is no substitute for articulating a powerful set of ideas and presenting them well, both in written and oral form. Those ideas must show how institutions and individuals will benefit from this new form of collaboration, and how much the interests of both institutions overlap. For example, we had to show the school board that the investment in this new form of school building would provide tangible benefits for the district, not simply for the university. We had to demonstrate that the new professional development school would offer well designed in-service for teachers, as well as district-focused research projects.

Inclusion of Key Figures: One of the critical requirements for success in implementing new projects such as a professional development school is the inclusion of key personnel from both institutions early in the planning process. The school district, for example, was careful to include key central office staff early, such as the personnel and curriculum coordinators. The district staff also maintained constant communication with the school board, both formally and informally, from the outset, ultimately requesting formal approval for the school. The teacher bargaining unit president was invited to be a member of the central planning staff. The university also included key staff members who could carry out successful programs in a collaborative setting.

Resources: One of the most important elements in collaboration is the availability of resources. Obviously the professional development school could not have been created without the half million dollars that was required for the actual construction of the building. Yet beyond the cost of the building were costs for furniture and equipment. We were fortunate to attract some private resources from a business/community advisory council to provide sound systems and technology equipment, to supplement the meager resources of the university in equipping this new facility. But the most important cost in a collaboration such as this is the human cost of time. There were endless meetings, as well as travel between the university and the public school, to accomplish the planning that was required. While some of the university faculty were given released time to participate, most of the time was simply taken away from other duties and responsibilities. For a collaboration like this to be successful, people must be willing to commit time and energy above and beyond their normal duties.

Yet these factors, while critical for the initial creation of a professional practice school, are not precisely the same factors that are required for success as the project is implemented. Several of the factors are common to both the initial creation and the on-going implementation. Certainly the key figures concept is important, even if the actual individuals change. Certainly, too, time remains as the greatest single requirement for program success. Yet two other factors assume much larger importance as the project continues. The first of these is communications. As the project continues, and as it

develops, there is a greater need for careful attention to communications. In the course of day to day activity, it is easy to forget to consult before acting. When your partner is not someone down the hall but someone across town, there is a greater likelihood that communications will begin to break down. Yet trust, as well as new opportunities, grows out of a good system of communications. A program board that meets regularly to review plans and accomplishments is one effective mechanism, as are written goal statements, three year plans, and the like. But most importantly, the key figures in the partnership must simply make time to meet together, must "drop by" occasionally, and nurture their relationships. That is critical not only to make the program function and take advantage of new opportunities, but to protect the relationship when misunderstandings develop.

Those communications efforts and the relationships that undergird them are particularly critical because the two institutions, university and public school, are still fundamentally different organizations, with conflicting priorities and different ways of working. Goals, reward structures, and policies are markedly different in the two institutions, and a professional development school is not yet a new institution, simply a merger of the best and worst of two existing institutions. From day to day and month to month, we found ourselves moving in different directions, responding to our own imperatives. We had to remind ourselves (and each other) to remember the other partner as new opportunities unfolded. For example, we asked one major computer supplier for a large grant for equipment and training. While we both participated in the

initial planning, the final order neglected to include equipment for the "university" side of the professional development school. Similarly, when the university set up the first teacher preparation program, it failed to consult with the school district about its ideas. In other words, old habits must constantly be challenged to effectively collaborate in new enterprises such as a professional development school. Yet with good communications and strong personal relationships, we were able to avoid many problems, and in other instances, recognize conflict and seek reasonable accommodation.

## CONCLUSION

The story of our collaboration is clearly a work in progress, as we near the end of the first full year of implementation. Yet it has been an exciting year of growth and development. We have learned about one another's settings and the problems we each face. We have developed new appreciation for the complexity of each of our tasks. We have developed strong programs for the initial and on-going professional development of teachers. And in the process, we have made a difference in the lives of the children with whom we have come in contact. The work truly has just begun. As we work together in the coming years, we will continue to gather insights about how these new professional development schools can be created and operated, as a new kind of institution dedicated to the professionalization of teachers. Yet I suspect that the central lesson we have already learned will not change in the coming years. A professional development school, like any organization, is not successful because of the

importantance of its work or the careful crafting of its policies and procedures. A professional development school only works effectively if it is created and nurtured by creative, committed individuals in both the university and public school who commitment enormous amounts of energy and dedication to ensure its success.

Attachment 1

# THE CHULA VISTA

# PROFESSIONAL DEVELOPMENT SCHOOL

An Educational Partnership
of San Diego State University and Chula Vista City Schools

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PROFESSIONAL DEVELOPMENT SCHOOL

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## INTRODUCTION

Chula Vista Professional Development School, a joint enterprise of Chula Vista City Schools and San Diego State University, creates a new dimension of collaboration and cooperation between a school district and a university in the initial and on-going preparation of professional educators. The Chula Vista Professional Development School operates as a specially designed facility inside a new elementary school, Clear View Elementary, to deliver comprehensive, collaborative university/public school programs of professional improvement. The professional development school will serve as a site where education professionals can work together on curriculum and instruction issues in public education.

The professional development school concept has become a prominent proposal for the revitalization and renewal of professional preparation and continuing professional development. Two national organizations, for example (the Carnegie Forum and the Holmes Group), called for professional development schools in their landmark reports of 1986; The Holmes Group further elaborated on that concept in a recent publication, Tomorrow's Teachers. Yet actual examples of these professional practice schools in operation are rare. And rarer still is a new school that has been designed explicitly for this unique educational partnership.

## GOALS

The Chula Vista Professional Development School, a joint university/public school designed and operated center for the professional development of educators, has three specific goals:

1) to develop and offer a comprehensive field-based collaborative preservice teacher preparation program;

2) to create and manage comprehensive programs for the extended development of teaching professionals in the Chula Vista Public Schools; and

3) to provide a setting for educational professionals to come together to examine, evaluate, and reflect on teaching and learning.

## ASSUMPTIONS

The Chula Vista Professional Development School has a set of key assumptions that have guided its creation and development. Among the most critical are the following assumptions:

PURPOSE:

Any effort that is undertaken must always consider outcomes for children as a first priority. The most basic assumption that undergirds this proposal is that a professional development school will be a place that provides an outstanding educational experience for children.

FOCUS:

Teachers. The professional development school will focus on the professional development of teachers, both preservice candidates and experienced teachers. While this facility may lend itself to a variety of other uses, the primary focus will be on the improvement of instruction. Clearly one of the central tenants of a professional development school is that it must be a place where teachers have an opportunity to reflect on practice and to develop additional professional expertise. In order to reflect on practice, the practitioner must have the following:

a. Information about one's self, particularly about one's teaching practices.
b. Information about the world of practice, both at the local level and at the national level.
c. Information about current theory and research.
d. Information about the practice of colleagues.

Those information needs should shape the structure and programs of the professional development school.

Teaching. We assume that teaching is a complex set of acts that cannot be reduced to a simple set of propositions. Teaching requires the use of professional judgment, which develops over time, in complex interactions. Teacher judgment is nutured and developed best in a collaborative, mutually supportive environment that allows opportunities for observation, practice, feedback, and reflection.

CONTEXT

Public School Setting. Professional development schools must be established in actual school settings, subject to the possibilities and constraints inherent in that context. The assumption of a professional development school is that teaching and learning are best studied in the context of real schools where children learn. Furthermore, the professional development school must reflect the linguistic, cultural and ethnic makeup of the district to best serve all students.

Collaboration. The Chula Vista Professional Development School must be a collaborative enterprise of both the public school and the university. It is more than a teacher preparation program and more than a staff development program. It is a joining together of the resources of a university and a public school for the development of the best prepared teaching professional. By its very nature, the professional development school focuses both on the preservice and inservice teacher.

Technology. The professional development school has embedded in it the best state-of-the-art information, particularly the utilization of the best technology. This includes technologies such as video disk, CD-ROM, database, computer-based instruction and management, and access to information, particularly data base information such as ERIC.

INQUIRY

At its heart, a professional development school must be a place that fosters inquiry and research, that approaches ideas and issues with openness and a willingness to consider multiple perspectives. The Chula Vista Professional Development School will be a program that conducts on-going research and inquiry. The Chula Vista Professional Development School will deliberately seek out external grants and research opportunities to support its study of teaching and learning.

## PROGRAMS AT THE PROFESSIONAL DEVELOPMENT SCHOOL

The Chula Vista Professional Development School will focus on instructional strategies and approaches, utilizing both traditional and innovative curriculum materials and designs, to improve student learning.

I. AUDIENCE

The Chula Vista Professional Development School will focus on two audiences:
- A. preservice candidates at San Diego State University; and
- B. Teachers in the Chula Vista City Schools.

II. PROGRAMS

A. Preservice Teacher Preparation Program
Multiple Subject Credential

The SDSU Multiple Subject Credential block program in Chula Vista will prepare approximately 30 new teachers each year. This program is designed to prepare individuals as teachers in ethnically and linguistically diverse classroom settings. The philosophy of this program centers around the concept of the teacher as reflective practitioner. As such, the program focuses

on preparing teachers who are cognizant of the theoretical underpinnings which drive practical pedagogical decision-making in classrooms comprised of ethnically and academically diverse students.

Preservice Program Goals:

1. To actively participate in providing a quality education for all children.
2. To prepare preservice teachers for their first years of teaching by giving special attention to the personal/social and discipline/management skills needed for functioning successfully in a school situation.
3. To equip teachers for effective participation in the roles of the 21st century educator:
   a. As a child-centered practitioner who understands how children learn, believes that ALL are capable of learning and have a right to a quality education.
   b. As a knowledgeable practitioner who possesses a sound and comprehensive knowledge base: a broad liberal education, human development, educational research, school curriculum, classroom management, teaching/learning strategies, multicutural understanding, educational technology.
   c. As an ethical practitioner who acts in the best interest of their students, their profession, and a democratic society.
   d. As a collaborative practitioner who is able to effectively participate in the collegial interactions of cooperative inquiry, shared decision making, and professional accountability.
   e. As a reflective practitioner who is able to inquire, reflect, generate new knowledge, make decisions, and take deliberate action.
   f. As a flexible practitioner who responds to challenge and change with positive attitudes.
4. To provide field experiences where effective modeling, practice, and reflection can be observed and replicated.

Five major areas of emphasis run through the entire credentialing curriculum and practicum experience:

1. The importance of instruction in reading, whole language development, and writing across the curriculum (Calkins, etc.).

2. The appropriate applications and critical components of cooperative learning activities (Kagan, Cohen, Slavin, etc.).

3. The Essential Elements of Instruction (M. Hunter).

4. Focus on personal/social needs of teachers

5. Discipline/management skills needed in appropriately functioning classrooms.

Student teaching will take place in 4-6 schools in the district, with no school having more than six student teachers. The professional development center will be the site of university coursework, and student teachers will be placed both there and in satellite schools for their field experiences. All student teachers will have two semesters of student teaching in traditional or year-round schools, with one semester in a primary grade and one semester in an upper grade classroom.

Courses Included in the Preliminary Credential Program:

Educational Psychology
Social Studies
Science
Cooperative Learning Seminar
Art Methods
Student Teaching
Reading/Language Arts
Mathematics
Seminar
ESL Seminar

B. Inservice Professional Development

1. Staff Development

A professional development school should function as a center for continuing staff development and curriculum innovation. These functions would directly support the ongoing instructional interests of the district and serve to improve the professional environment for all teachers. As a focal point for extraordinary efforts in education and technology, the students of the school, and indeed, the entire district, will be the direct benefactors of this undertaking.

California education is experiencing a revolutionary period in curriculum design and implementation. Major shifts are occurring in language arts, mathematics, social studies, and science. The disciplines are being increasingly integrated through the use of thematic instruction, the infusion of literature through all curriculum areas, and the direct involvement of students in more open, thought-provoking and meaningful classroom and community activities. Adapting to fundamental shifts of this magnitude is a significant challenge for the instructional staff. Increased levels of assistance and direct guidance will be required if teachers are to successfully implement curriculum reform.

First year teachers will participate in orientation seminars where they become acculturated to the districts expectations, policies, and procedures and learn more about teaching in this culturally diverse environment. Topics include:

- an overview of the district's math program
- classroom management philosophy and procedures
- identifying and reporting child abuse
- an overview of the district's language arts program
- personnel information
- connecting with mentor teachers

New teachers also participate in a workshop entitled "Reporting and Conferencing Skills for New Teachers" and some new teachers participate in a seminar for new bilingual primary teachers. Over the past five years, the district has endeavored to build a systematic program of continuing staff development for its teachers and instructional leaders. The program is founded on the Clinical Teaching components known as the Essential Elements of Instruction, and is intended for new and experienced teachers and administrators. This foundation of ongoing staff development is augmented by related training in Classroom Management, Cooperative Learning, Peer Coaching, and specific topics in curriculum content.

The professional development school will provide a site for carrying out staff development, a functioning school in which to experiment with and demonstrate new instructional strategies. It will also provide a technologically updated resource center for staff development, accessible to all teachers and administrators in the district. Instructional approaches, organizational methods and management strategies can all be readily demonstrated at the professional development school for replication at other sites.

The professional development school will provide a setting for developing a repertoire of curriculum implementation strategies available to all teachers. Through demonstration lessons, observation opportunities, workshops and peer coaching, these strategies could be disseminated and further refined in schools throughout the district.

Experienced teachers & support staff - To augment the Elements of Effective Instruction (EEI) foundation, all teachers, experienced and new, will have the opportunity to participate in workshops and seminars on such topics as:

- cooperative learning
- P.E. skills and program development
- second language programs
- core literature and literature strategies
- Orff, Movement and Dance
- peer coaching
- me-ology
- Jim Stone's Animated Alphabet
- San Diego Area Writing Project
- Classroom Management
- implementation of History-Social Science Framework
- Program Quality Review Training

2. Master of Arts in Education (M.A.) Program

The professional development school will provide a site-based master's program. Students will take a planned sequence of courses together over a two year cycle, a cohort model that allows teachers to work together as a community of learners. The content of this innovative approach to continuing graduate

education will change to meet new priorities and concerns. One example of the graduate programs possible is the current Chula Vista Master of Arts in Reading program. This program:

1. begins with language as the base of the curriculum
2. stresses reading and language arts across all content areas
3. emphasizes using the natural language abilities of children as a basis for selecting books and other materials meaningfully derived from language, cultural, and instructional levels of these children
4. emphasizes research in natural settings with the teacher as inquirer. Research questions are derived from the natural learning context.

C. Curriculum and Instruction

To prepare students to be effective family members, citizens, and economic participants for the twenty-first century, a commitment has been made by the educators in Chula Vista to provide quality education for all its students. To this end, the State of California Curriculum Frameworks have been identified as the bases for the development of the curriculum.

The Chula Vista Professional Development School is committed to the following strategies and approaches, many of which are espoused in the various state frameworks:

-Clinical Supervision
-Clinical Teaching
-Cooperative Learning
-Thematic Teaching
-Integrated Curriculum
-Portfolio Assessment/Alternate Assessment Processes

Some assumptions:

-Clinical teaching and supervision workshops must be presented for all the staff.
-Series of team building workshops should be designed for purposes of goal setting.
-Provisions must be made to provide professional growth both at the site and beyond the site.
(M.A. offered on site; opportunities to attend conferences; inservice activities, etc.)

III. RESEARCH/REFLECTION

Another major component of the professional development school will be systematic reflection on practice, organization of classrooms, and conditions of work. The call for restructuring in public education has encouraged the development of new collaborative efforts by site administrators and faculty to work together to develop context-appropriate strategies for responding to childrens' needs. The professional development school will be

a site where new strategies and approaches to optimize conditions for learning can be tested. It will be a place where new strategies can be envisioned and practiced. In so doing, the professional development school will extend beyond the building to include the entire school district.

A critical element of reflection is disciplined inquiry. Designing new approaches and new strategies requires a substantial amount of information, both from the national perspective of other schools and other centers, and from the local perspective of the district and school. The professional development school will organize systematic search inquiries about teaching and learning in the Chula Vista Elementary Schools, bolstered and supported by information from regional and national studies and reports. The research programs will be supported and carried out by faculty researchers from San Diego State University and the Chula Vista City Schools.

Within the context of a professional development school, disciplined inquiry and reflection are possible on multiple levels of inquiry. These include, but are not limited to, action research within the context of a classroom or instructional group; school wide inquiry across multiple classrooms, programs, or grade levels; district-wide research relating to multiple implementation approaches, student populations, program strategies; and individually-designed faculty, foundations, commissions, or other entities. Potential audiences include school and university faculty and administration, parents and community, and various institutions, foundations, or other entities having a legitimate interest in systematic investigation of the teaching/learning process. At all levels of inquiry, it is the intent of the Professional Development School to freely share and disseminate information for the benefit of all students, faculty, and the community.

The variety of levels at which research activities will be pursued include:

Action Research: Research at this level will typically be initiated and carried out by school and/or university faculty in pursuit of specific information pertaining to classroom or instructional group practices or programs. These activities are designed to respond to practical questions regarding the effectiveness of instructional approaches, materials, or organizational strategies. The emphasis is strongly weighted in favor of the direct effects of these variables on the success of students within a classroom or instructional group setting. Formalized or extensive reviews of literature are generally not included at this level, nor are highly complex statistical models used for analysis. Generally, this level of research is conducted by a classroom teacher working alone or in cooperation with other school or university faculty.

School-wide Research: Research inquiry on a school-wide basis is generally intended to respond to questions relating to the implementation of specific strategies or programs as they occur

in multiple classrooms or instructional settings. Typically, the purpose of school-wide research of this nature is to determine the extent to which programs are being implemented, or the degree to which organizational strategies may be influencing the learning and working environment at the site. Such efforts would generally be accompanied by a review of current literature and recent research, and would proceed based on a specified hypothesis subject to the application of objective criteria. School-wide inquiry may be initiated by one or more faculty members at the site or university faculty members, supported by utilization of additional district or university support resources. Information obtained will generally serve the purposes of the site, but may have significant application potential for other educational venues.

District-wide Research: Disciplined inquiry at a district-wide level typically seeks to respond to questions regarding the effectiveness of various program components or strategies as they pertain to all schools and students. In most cases, these inquiries will address fundamental issues pertaining to basic instructional practices, organizational patterns, or large-scale curriculum innovations. Such research will generally be undertaken and managed by district and/or university personnel who routinely carry out research activities as a major part of their responsibilities. The results of such research efforts will typically influence policy decisions and permeate a wide spectrum of instructional activities. In many instances, data reflecting district-wide programs will be disseminated to parents, civic community, and the broader educational community.

Individually-Designed Research: Research questions regarding teaching/learning, organizational management and related questions will be generated by individuals or institutions in pursuit of specific goals. These efforts will take the form of formalized reviews of related literature and research, and will employ statistically verifiable approaches to the analysis information. In many cases, these efforts will be undertaken by individuals and supervised by university faculty or others responsible to the sponsoring entity. It is expected that such research efforts will generally focus on a narrow and well-defined aspect of the educational process and will result in conclusions reflecting a high level of accuracy and confidence. Information generated through the efforts of individuals or institutional entities will generally be disseminated to relevant audiences for whom the information may be of particular interest or usefulness.

The coordination and oversight of all levels of inquiry occurring at the Professional Development School or on a district scale will be managed by appropriately assigning district and university personnel. The responsibility for managing the scope, frequency and intensity of research activities within the school and the district will rest with the Superintendent of Schools or his/her designee.

In support of the district and university commitment to disciplined inquiry, resources will be made available, commensurate with the capacity of the institutions. These will include both human and material support services and will reflect careful and prudent selection and allocation by the parties at interest. Steps will be taken to ensure that materials and services are appropriate and respond to the unique characteristics and needs of each research undertaking.

Information regarding the potential usefulness of the Professional Development School in support of disciplined inquiry and reflection will be systematically disseminated to a full range of relevant audiences. These will include selected instructional staff members at the Professional Development School, relevant university faculty and administration, district administrators and personnel responsible for research and evaluation, university students engaged in undergraduate and postgraduate research activities, educational administrators and personnel responsible for research and evaluation from other educational agencies within the region, prominent foundations demonstrating an interest in pursuing disciplined inquiry within the public school setting, and various governmental agencies responsible for the development and dissemination of policies, materials and resources relevant to the educational community.

IV. TECHNOLOGY

The use of technology in the professional preparation of teachers, both prior to the beginning of their professional lives and in their on-going professional development, must be considered within a systems approach. In other words, instead of viewing technology as an end unto itself, we will approach the use of technology by first asking what issues we want to address, and then asking how technology can be useful. For example, a prioritized list of issues where technology might have appropriate benefits might include the following:

Four Systems Approaches to Technology in the Schools

1. For Students:
    a. Access to information: data bases - CompuServe; bulletin boards and electronic mail - CompuServe, FrEd Mail, (Electronic penpal and bulletin board); video disks - National Gallery of Art, Optical Data: Windows on Science (Life, Physical, Earth), GTV National Perspective on American History (fifth grade), National Geographic (whales, planets), Systems Impact (for weak teachers)- decimals, fractions, Voyage of the Mimi; computerized encyclopedias - Grollier's Electronic Encyclopedia, Comptons Multi-Media Encyclopedia, ERIC, etc.

    b. The ability to manipulate data to develop personal understanding: software programs such as hyper card, tool book, and other software programs.

Examples: data base programs: Friendly Filer, Dataquest; Spreadsheets (6th), Spreadquest, Desk Top Publishing; Fredwriter, etc.

2. For Teachers:
   a. New approaches to instruction, new ways to individualize teaching and learning.
      Examples: TrACE Learning; MACSCHOOL (keeps files, home address, textbook lists)

   b. New ways to manage large amounts of information on individual students. New ways to maintain records and manage classroom processes.
      Examples: Integrated learning systems with feedback and evaluation: Josten's lab, Writing to Read, ESC Lab, MACSCHOOL

3. For Administrators:
   a. New ways to monitor data about children, performance, comparative data about schools.
      Examples: CSIU Central Susquahana Intermediate Unit (Penn.); MACSCHOOL; SPSSX; predictions based on statistical package of student achievement; ABACUS (huge data base)

   b. Updated access to information in the community, state, nation about curriculum materials and designs, legal decisions, and new products.
      Examples: DIALOGUE (280 different data bases), telecommunications network CSUNET (California State University Network for Administrators)

4. For Parents:
   a. New linkages between parents and schools, access to student assignments, access to information about school activities, etc.
      Examples: Homework Hotline (Advanced voice technologies) Used at Irvine Elementary School, Naranjos--

   b. New ways to provide assistance to their children, as partners in the educational enterprise.
      Examples: Homework Hotline; open computer labs; computer check-out program with Apple IIC.

## V. PHYSICAL DESCRIPTION

The Chula Vista Professional Development School is housed in a new elementary school, Clear View Elementary School. The elementary school is designed as a "pod" school, with six buildings: five classroom buildings and one administrative/ cafeteria/library building. Each of the classroom buildings consists of four classrooms and common teacher workspace.

The professional development schools will be a variation in that classroom design. Within the classroom building where the professional development school is housed, two classrooms will be regular elementary classrooms: one will be a combination 5-6 class, and the other will be a 1st grade bilingual class. The building will also contain a university classroom and a research center, consisting of small carrells and preview rooms for individual and small group work, a conference room, and open space for group work and projects. One way observation glass will be in both the university classroom and the conference room in the research center.

The entire school has been planned with capability for fiber-optic cable, satellite communication, and other technology applications. The professional development school has additional wiring and cooling capacity to accomodate increased technology applications. The professional development school research center will contain computers for database access (with ERIC database access through CD), several small preview rooms designed for individual or small group viewing of video tapes, and large work table space for group projects.

## VI. PROGRAM PLANS FOR 1991-1992 SCHOOL YEAR

The plans for the 1991-1992 school year are being finalized at this time. The intent of the advisory committee is to develop programs over a number of years, rather than trying to have all of the programs operating during the first stressful year of operation. Furthermore, any programs must also fit within the schedule of the Clear View Elementary School calendar, so careful coordination and planning between the professional development school and the elementary school must occur. Our conviction is that it is better to begin with a few programs of high quality than try to attempt too much, and produce programs of significantly lower quality.

The planning process recognizes that many of the activities of the professional development school will occur after the school is open, as individuals begin to see its possibilities. While we recognize that some of that spontaneous programming is possible, even desirable, we also are developing a set of first year goals for the professional development school. The program goals for 1991-1992 include:

1. A preservice program for 30 San Diego State University students.

2. Three workshops for first year teachers.

3. Eight staff development workshops, on topics such as peer coaching, complex instruction, classroom management, and integrated/thematic instruction.

4. A master's degree program (the second year of a reading master's on-site program.

5. At least two site-based research projects, jointly conducted by SDSU and CVCS personnel.

6. At least three technology demonstration projects, including: ERIC database access project, initial development of a video library, and a technology demonstration project such as laser disc applcations in school settings.

In the next several years, we will also be incorporating programs in bilingual and special education for both preservice and in-service faculty, as we increase the size and scope of programs being offered through the professional development school. During the remainder of Spring 1991, the advisory committee will be developing a three year plan, designing a calendar/scheduling process for the use of the professional development school, and attending to the countless details involved in converting what once was a distant dream to an robust and vibrant center for the support of practicing professionals.

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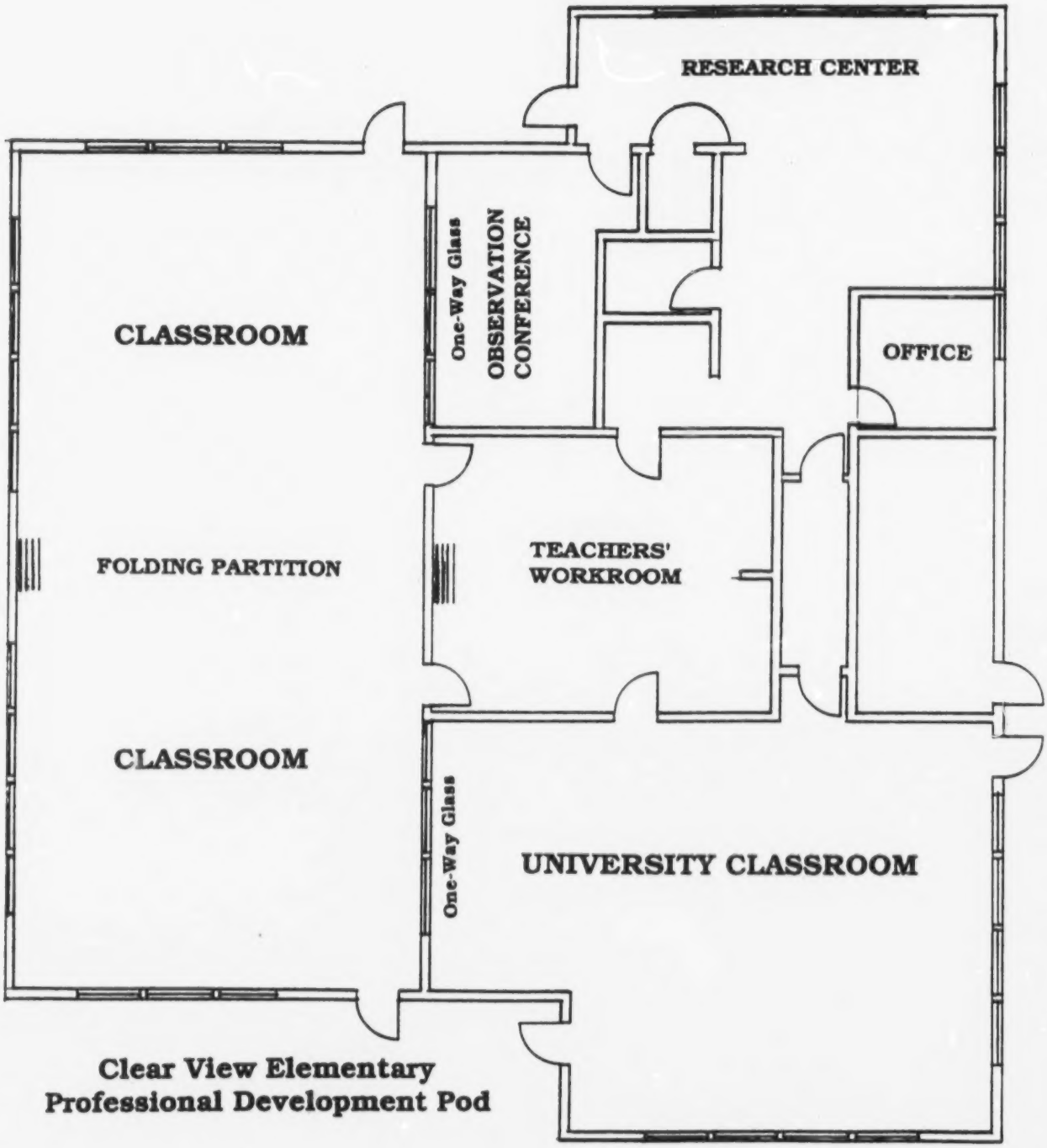


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